

Module Specification

Part 1: Identification					
Module Title	Emerging Issues in Agriculture				
Module Code	HAGXK3-30-6	Level	6	Version	1.1
Department	Agriculture	Credit Rating	30	ECTS Credit Rating	15
Contributes towards	BSc (Hons) Agriculture, Conservation and Sustainable Management				
Pre-requisites	None	Module Type	Standard		
Excluded Combinations	None	Module Entry requirements	None		
Last Major Approval Date	V1.0 1 st September 2017	Valid from	1 st September 2018		
Amendment Approval Date	V1.1 31 August 2018	Revised with effect from	V1.1 01 September 2018		

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Critically evaluate a range of recent developments in agriculture for their long-term sustainability and/or contribution to food security. (A) 2. Assess the economics and implications for industry of a range of recent developments in agriculture. (A,B) 3. Critically evaluate technical information relating to areas of current agricultural research. (A,B) 4. Synthesise and communicate developments in agricultural science to enable understanding and engagement by academic, specialist and non-specialist audiences. (B)
Syllabus Outline	<p>Given that this module deals with current issues and developments, it is difficult to specify topics but the following subjects are likely to be covered:</p> <ul style="list-style-type: none"> • Precision agriculture using GIS, soil and yield mappings; • Genome technology in crop and animal production; • Spatial dimensions of rural development; • Factory farming v free range: the influence of animal welfare; • Commercial synthetic biology production and its threat to crops; • Soil-less agriculture, the development of hydroponics and aeroponics; • Alternative crops including fibre crops, energy crops and novel uses for traditional crops; • Biofuel production from crops, algae and seaweed; • Impact of climate change on food production.
Teaching and Learning Methods	<p>This module is delivered using large group learning sessions and opportunities for small group work. Additionally essential and recommended reading and exercises will be introduced to guide the students through the core syllabus.</p>

	<p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p> <p>Placement learning: may include a practice placement, other placement, and year abroad.</p> <p>Virtual learning environment (VLE): this specification is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.</p>																														
Unistats Information	<p>HEFCE require Unistats information to be produced at programme level for all undergraduate programmes of more than one year in length. These are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table><tr><th colspan="5">Expected learning hours for the module:</th></tr><tr><td colspan="4">Number of credits for this module</td><td>30</td></tr><tr><th>Hours to be allocated</th><th>Scheduled learning and teaching study hours</th><th>Independent study hours</th><th>Placement study hours</th><th>Allocated Hours</th></tr><tr><td>300</td><td>138</td><td>162</td><td>0</td><td>300</td></tr></table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table><tr><td colspan="2">Total assessment of the module:</td></tr><tr><td>Written exam assessment percentage</td><td>50%</td></tr><tr><td>Coursework assessment percentage</td><td>0%</td></tr><tr><td>Practical exam assessment percentage</td><td>50%</td></tr><tr><td></td><td>100%</td></tr></table>	Expected learning hours for the module:					Number of credits for this module				30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	138	162	0	300	Total assessment of the module:		Written exam assessment percentage	50%	Coursework assessment percentage	0%	Practical exam assessment percentage	50%		100%
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Reading Strategy	<p>Core material will be indicated to the student via pre-course material, module guides and through their accessing a dedicated VLE programme presence.</p> <p>Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature and wider professional sources.</p>																														

	<p>Access and skills</p> <p>Formal opportunities for students to develop their library and information skills are provided within the induction period and student skills sessions. Additional support is available through online resources. This includes interactive tutorials on finding books and journals, evaluation information and referencing. Sign up workshops are also offered.</p>
Indicative Reading List	<p>The following list is offered to provide the Curriculum Approval Committee/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</p> <p>Books</p> <p>BCPC. (Current Edition) <i>Biological control introductions: opportunities for improved crop production</i>. British Crop Protection Council.</p> <p>Dragun, A.K. and Tisdell, C. eds. (Current Edition) <i>Sustainable agriculture and environment: globalisation and impact of trade liberalisation</i>. Cheltenham: Edward Elgar.</p> <p>Harris, D. (Current Edition) <i>The illustrated guide to hydroponics</i>. London: New Holland Press.</p> <p>Morgan, M. and Ess, D. (Current Edition) <i>The precision farming guide for agriculturalists</i>. Illinois, USA: John Deere.</p> <p>National Research Council (Current Edition) <i>Precision agriculture in the 21st century – geospatial and information technologies in crop management</i>. Washington DC, USA: National Academy Press.</p> <p>NRC (Current Edition) <i>Precision agriculture in the 21st century. Geospatial and information technologies in crop management</i>. Washington DC, USA: National Academy Press.</p> <p>Roling, N. G. and Wagemakers, M. A. E. eds. (Current Edition) <i>Facilitating sustainable agriculture</i>. Cambridge: Cambridge University Press.</p> <p>Journals</p> <p>Due to the wide variety of topics that could be discussed, specifying a journal list is not possible.</p> <p>Websites</p> <p>DEFRA https://www.gov.uk/government/organisations/department-for-environment-food-rural-affairs</p>

Part 3: Assessment	
Assessment Strategy	<p>This strategy has been chosen to enable students to research the topics presented in the lecture series more widely and bring the evidence of that research into a controlled conditions written examination where they can construct critically evaluative answers to the questions posed. The duration of the examination gives students sufficient time to incorporate the knowledge they have acquired into a critically evaluative narrative. The poster defence also allows students to be critically evaluative but communicate their evaluation in a different format to an identified audience. This format also allows for self-reflection as an evaluative tool, not only in relation to the lecture series content, but in the students own approach to researching the lecture content.</p> <p>Formative feedback and guidance can be gained in the module delivery, on the VLE, in tutorials and in revision sessions. Summative feedback can be gained on assignment scripts, at the end of oral presentations and on Blackboard.</p> <p>In line with the Institution's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.</p>


Identify final assessment component and element	Open Book Written Examination	
% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%
First Sit		
Component A Description of each element	Element weighting (as % of component)	
1. Open Book Written Examination (2.5 hours)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Poster Defence (20 minutes)	100%	

Resit (further attendance at taught classes is not required)	
Component A Description of each element	Element weighting (as % of component)
1. Open Book Written Examination (2.5 hours)	100%
Component B Description of each element	Element weighting (as % of component)
1. Poster Defence (20 minutes)	100%
If a student is permitted a retake of the module, the assessment will be that indicated by the Module Specification at the time that retake commences.	

Module Amendment Log

Module Title:	Emerging Issues in Agriculture
Module Code:	HAGXK3-30-6
Initial Approval Date:	01 September 2017

Changes: *Most recent at the top of the page*

Current version number: v.1.0	
Outline Change Details: Adopting new naming system for programmes	
Material Alteration: No	
Rationale: To reflect the Hartpury Academic Regulations	
Change requested by: Academic Registrar	
Signature: 	Date: 01 August 2018
Approval Committee and Date:	Curriculum Validation Committee 2018 08 31
Change approved with effect from:	01 September 2018
Resulting new version number:	v.1.1